

St. Clair Catholic District School Board Student Information Sheet

Grade: **9 Essential**
Course Code: **ENG 1L0**
Course Type: **Essential (Locally Developed Compulsory Credit Course)**
Credit: **One**
Prerequisite: **None**
School: **Ursuline College Chatham**
Department: **English**
Program Head: Ms. N. Foster

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Course Description:

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course.

The course is organized into strands that develop listening, speaking, reading, viewing and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

How this course supports the Ontario Catholic Graduate Expectations:

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

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1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

<u>Strand: Oral Communication</u>	<u>Strand: Literature and Reading</u>
<ul style="list-style-type: none"> Apply active listening strategies to gather information and ideas as they contribute to small-group and class discussions; 	<ul style="list-style-type: none"> Apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;
<ul style="list-style-type: none"> Use talk to extend critical and creative thinking skills in small – and large-group interactions; 	<ul style="list-style-type: none"> Read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
<ul style="list-style-type: none"> Contribute ideas and engage in thoughtful conversation in classroom activities; 	<ul style="list-style-type: none"> Assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.
<ul style="list-style-type: none"> Assess their growth as oral communicators and set goals for extending their talking and listening skills 	

<u>Strand: Writing Skills</u>	<u>Strand: Media Studies</u>
<ul style="list-style-type: none"> Apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts; 	<ul style="list-style-type: none"> Demonstrate an understanding of a variety of media texts
<ul style="list-style-type: none"> Convey information and ideas with clarity and coherence in a variety of short print and non-print forms; 	<ul style="list-style-type: none"> Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
<ul style="list-style-type: none"> Assess their growth as writers and set goals for extending their writing skills. 	<ul style="list-style-type: none"> Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
	<ul style="list-style-type: none"> Reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts

2. Expectations: Learning Skills

- It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):
- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title	Assessment and Evaluation	Resources
One	Novel Study	Various reading, writing, group and oral activities	<i>Rumblefish</i> Various titles from <i>Passages to Mystery</i>
Two	Non-Fiction	Various reading, writing and oral activities regarding effective lifestyle choices	Teacher and student selected passages. Guest speakers from community
Three	Creating Media	Study and creation of Public Service Announcements Ie.: smoking, drinking, dating	Current issues and PSA's as well as community guest speakers
Four	Writing	Resume writing and job applications; preparing for an interview; on-line applications;	<i>Resource Lines 9/10</i> ; Co-op Department; <i>Inside Track1</i>
Five	Viewing Media	Viewing, writing, group and oral activities	<i>Extreme Home Makeover</i> Television Series
Six	Field Trip	Reading and Community Service: connection with An elementary school and reading to children	Teacher arranged and teacher and student selected readings; www.smories.com

Seven	OSSLT	Tasks of the Ontario Secondary School Literacy Test	www.eqao.com <i>Don't Panic</i>
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5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- *Group Work
- *Pairs Activities
- *Whole Class Activities
- *Lectures
- *Discussions
- *Presentations
- *Other

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 25%
Thinking/Inquiry	(Term) 25%
Communication	(Term) 25%
Application	(Term) 25%
Culminating Activities	10%
Term	90%

Term: 90%

Final: 10%

Overall: 100%

8. Additional Resources:

Communicating Skills Level 5

Be a Better Reader Level A

Students' Responsibilities With Respect to Evidence for Evaluation

Late and Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within **the time frame specified by the teacher.**

If a student is struggling with an assignment or is experiencing circumstances which make it impossible to complete an assignment within the specified time frame, he/she should speak to the teacher and **an extension shall be granted and every support will be made for the student's success.**

Students must also understand that if assignments are not completed in the specified time frame because of **lack of responsibility, then marks may be deducted for late assignments** up to and including the full value of the assignment.

PLAGARISM is using anyone else's words or ideas and presenting them as your own. This includes the following:

- Downloading
- Copying
- Purchasing
- Cutting and pasting
- Creating fake citations
- Using ideas written by other students or parents

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(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code: _____

Student's signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____

